



# Idaho Building Capacity

Statewide System of Support for School Improvement

## School / District Application Summary

### Cohort III

#### Contact Information

**Region:** SE

**Application Received:** 10/29/09

**District #** 201 **District Name:** Preston Joint School District

**School Name:** Preston Junior High School

**School Address:** 450 East Valley View Drive  
Preston, ID 83263

**Administrator Name:** Lance Harrison

**School Improvement Status** **District:** School Improvement Year 6

**School:** School Improvement Year 3

**Title I School:** Yes

#### Comments

---

---

---



Our district has tried to align our ESL curriculum K-12, but I currently do not have a certified ESL teacher at the junior high. The Hispanic students that take the ESL class often resent being in that class because they are taking it instead of an elective. That negative attitude in a few of those students often spills over into negative racial relations between small groups of Hispanic and Caucasian students.

The past couple years, we have tried to implement Response to Intervention (RtI), bonus period, and a promotion policy in which students must earn points to be promoted to the next grade level. These areas still need to be refined. We want RtI not to be a superficial act, but something that truly helps to identify student needs. We want our advisory period to truly become effective. We want more integrity in our promotion policy and credit recovery options. We also need to find ways to increase parent involvement.

Teachers from the junior high have been involved in the regional Total Instructional Alignment (TIA). Various departments in the district have also been meeting to align their curriculum. The math teachers at the junior high have been involved with the PAL II algebra class, the MTI course, and the cross-curricular geometry and art workshop. The principal has also been involved in other aspects of PALS and Project Leadership. As a school, we will complete year 2 of PALS II this academic year. Additionally, our principal has attended three years of regional Project Leadership meetings and will graduate from Project Leadership after attending the State training this November.

The past few years, we have been emphasizing the Middle School Task Force recommendations of "Rigor, Relevance, Relationships, and Reflections = Results." The school goal this year is to "Make Caring Connections with Students." We are doing little things to help convey to students that they are "Believers, Leaders, Achievers, Succeeders."

To provide additional support to students, we allow and encourage them to stay before and after school for help from teachers. Students have access to the Apangea math tutoring program. Teachers received professional develop in the effective teaching principles of Sheltered Instruction Observation Protocol (SIOP). To help improve relationships last year all employees at the junior high were given a copy of *The Anatomy of Peace*. We met on three occasions for a book talk regarding components of the book and how we can apply the message in our lives. This year we are reading as a faculty the book, *Making a Difference through the Power of Connection*. We believe personal connections will bring about greater student achievement.

2. If you are selected for participation in the IBC project, what do you envision as the role of the Capacity Builder? What are your initial thoughts on how you might utilize the services of the CB in your school?

We expect the capacity builder to help Preston Junior High School help us build from within the capacity to continue doing those things to better meet student needs and bring success to all students. This might include assistance with internal needs assessments, PALS instructional reviews, data analysis, and the sharing of ideas or practices that are proven successful.

3. How will you include your staff in the decision to participate in the IBC project; thus encouraging the greatest amount of engagement? How supportive do you think your staff will be to the idea of participating in the IBC project?



In September 2008, the principal went to the informative IBC training provided by the state. Upon returning, met with the school leadership team to discuss our involvement in the IBC project. At that time, we felt like as a school, whether collectively or individually, we were already "at our capacity" with our involvement in other worthy projects: PALS, TIA, Project Leadership, RTI, SIOP, etc. It was decided then that we would wait to get involved in the IBC project. Time has since past, and although the vision of all those other endeavors will continue, our specific involvement in some projects such as PALS II or Project Leadership is coming to an end. Also, undertakings such as SIOP or RTI implementation are not so new to us now and we have a better understanding of those programs.

At the first faculty meeting this school year, some of the services that the Capacity Builder was providing to our feeder elementary school were explained to teachers. The principal asked for volunteers and said that assignments would also be made for people to serve on a school leadership team this year which would help to implement the IBC project and the WISE tool. Earlier this month the Capacity Builders at our feeder elementary, Alice and David Hooklander, came by to visit the junior high. They shared insights with the principal and made classroom visits in the form of walk-throughs so they could get a better understanding of our school. Regarding IBC implementation support, there may be one or two teachers in the building who may dislike involvement with the IBC project, but they feel that way toward any type of new school improvement. The majority of the staff will be very supportive of ways to improve and to help students succeed.

**4. What outcomes do you expect at your school as a result of participation in the IBC project?**

The overall outcome we expect as a result of our participation in the IBC project is greater student achievement and success. This improved student learning will come about through improved teacher instruction such as posing more highly effective questions that engage students in higher level critical thinking. Improved instruction will transpire as a result of more effective principal leadership. Our involvement in the IBC project will help us achieve a renewed focus on the Middle School Task Force endorsement, which support the Nine Characteristics of High Performing Schools-- "Relevant, Challenging, and Exploratory Curriculum; Student Accountability; Academic Intervention; Parent Involvement; Shared Leadership; Successful Transitions into junior high from elementary and then on to high school." As we advance the rigor and relevance of instruction and to strengthen relationships with others, we will see positive results. Specifically we hope to improve in areas that we have not made AYP.

**5. Bottom line, why do you think that you should be selected for participation in the IBC project?**

We need the help and maybe more importantly, we want the help. Thanks!



**PAS 11: To be completed by the Superintendent and District Leadership Team**

1. Preston School District is currently in its 5<sup>th</sup> year of School Improvement. The areas of concern have been consistent from year to year. Those areas are: Hispanic Math and Reading and LEP Reading and Math. The district made safe harbor in SWD Math and Reading. That was a huge accomplishment for us this past year. The district made safe harbor with Hispanic Reading last year, but not this year. Our district was able to increase small group instruction to our Hispanic students and have purchased current curriculum for our LEP students. Our goal is to continue to support our ELL teachers with materials and training. Our goal is also to maintain education plans for our ELL students.

In order to support our LEP students, additional personnel have been added to the high school level to support those students but our major goal at that level is to keep the students in school and work with them on graduation plans. There has been an emphasis on the level two tiered instruction to support our students, yet we are always looking for ways to improve the delivery of instruction.

In relation to our safe harbor status with SWD, our district has increased our special education teaching staff at the grade with the highest need, which is 3<sup>rd</sup> grade. Last year four special education teachers were transferred to different buildings. This year the only changes were the increase of a half-time teacher to support 3<sup>rd</sup> and a transfer of an elementary teacher with high school special education experience to our high school program.

Our district is working with other school districts in Region 5 with curriculum and instructional alignment in the implementation of Total Instructional Alignment with Lisa Carter as the facilitator. Our emphasis has been on reading and math.

On a building level, there have been grade-level meetings to review the needs of our Hispanic students. Teachers are looking for ways to provide small group instruction in our 4<sup>th</sup> and 5<sup>th</sup> grade classes.

2. Our district is seeking input and program review of our individual school programs in special services and LEP. Additionally, our district would welcome input and suggestions as each school is developing their WISE tool and selecting their school leadership teams.

Our special education director and staff are open to suggestions for program improvement especially at the junior high level where we have seen little growth in students' scores.

3. Our special education staff would willingly accept suggestions and help. Those who are servicing our Hispanic population would also be accepting of support and suggestion. Our math teachers at the secondary level would willingly accept direction and suggestions.
4. Our hope would be to see growth in our special education scores and our LEP scores. We would also like to see sustain growth in special education. We would also like to see students who are struggling with math skills see yearly progress.
5. Our district is one of the districts which are caught in this strange area. We have 2500 students and



large subpopulation groups but very limited personnel to provide support to our students and populations. The administrative staff all has additional roles added to their job descriptions. For example our director of LEP is an elementary principal. Our district's special educator director is also the federal programs director, our transportation director, and the principal of our alternative school. We would welcome direction and support from a capacity builder to help us restructure our programs, services and even job descriptions to help us better serve our students.



## AYP Preliminary Data 2009

**2008-09 Adequate Yearly Progress Report**  
**PRESTON JR HIGH SCHOOL (0291), PRESTON JOINT DISTRICT #201**

The goal for schools, districts, state, and nation is for all students in grades 3 through 8 and 10 to be proficient in reading and math and language by the spring of 2014. In 2008-09, students in grades 3 through 8, and 10 were tested using the Idaho Standards Achievement Test (ISAT). This report shows the percentage of the school's students meeting state goals for reading proficiency and the percentage of our schools' students meeting state goals for proficiency. This report shows required comparison of our school's students in the district and state. Goals missed are highlighted in red below and listed at the right. Goals highlighted in blue had the FED Flex rule applied.

**Did PRESTON JR HIGH SCHOOL make adequate yearly progress for 2008-09?**

No

If no, which of the school's academic goals were not met?

Minimum Reading Proficiency  
 Exam Math Proficiency  
 SWD Reading Proficiency

**Reading Status**

School Improvement Year 3

**Math Status**

School Improvement Year 3

**3rd Indicator Status**

Met Goal

Idaho Field Definitions  
 AYP Spring 2009

Needs Improvement  
 Timeline Chart

PRESTON JOINT DISTRICT

Group - All Students Required Comparisons	ISAT Reading % Tested % Proficient or better Goal 95% Goal 78%	ISAT Math % Tested % Proficient or better Goal 95% Goal 70%	3rd Indicator Language Usage
Grade(s) 6,7,8 3rd-8th & 10th 3rd-8th & 10th	School 99.63% School 85.01% District 99.6% District 85.61% State 99.35% State 88.15%	School 99.26% School 73.52% District 99.47% District 79.41% State 99.36% State 81.57%	School <u>68.88%</u>
Subgroups Required Comparisons	ISAT Reading % Tested % Proficient or better Goal 95% Goal 78%	ISAT Math % Tested % Proficient or better Goal 95% Goal 70%	ISAT Language 78% Proficient or better or maintain 2008-09 levels or better
African American	School ^ School ~ District ^ District ~ State 99.01% State 76.8%	School ^ School ~ District ^ District ~ State 99.23% State 65.55%	School -
Asian	School * School ~ District ^ District ~ State 99.18% State 91.39%	School * School ~ District ^ District ~ State 99.28% State 89%	School *
American Indian/Alaska Native	School ^ School ~ District 100% District ~ State 98.75% State 75.38%	School ^ School ~ District 100% District ~ State 98.58% State 64.07%	School -
Hispanic	School 100% School <u>72.92%</u> District 100% District 72.48% State 99.29% State 75.87%	School 97.96% School <u>59.57%</u> District 99.15% District 59.09% State 99.25% State 66.56%	School <u>47.92%</u>
Native Hawaiian/Pacific Islander	School ^ School ~ District ^ District ~ State 99.52% State 89.25%	School ^ School ~ District ^ District ~ State 99.19% State 80.59%	School -
White	School 99.58% School 87.31% District 99.56% District 87.08% State 99.38% State 90.62%	School 99.37% School 76.29% District 99.49% District 81.57% State 99.4% State 84.6%	School n/a
Limited English Proficient Students (lep)	School <u>100%</u> School - District 100% District 52.94% State 99.4% State 62.53%	School <u>100%</u> School ~ District 100% District 31.37% State 99.39% State 54.72%	School ~
Economically Disadvantaged (econ)	School 99.2% School 81.74% District 99.43% District 80.99% State 99.35% State 81.47%	School 98.8% School <u>67.92%</u> District 99.29% District 75% State 99.32% State 73.29%	School n/a
Students with Disabilities (swd)	School <u>100%</u> School <u>31.58%</u> District 100% District 37.84% State 98.48% State 55.06%	School <u>94.74%</u> School <u>19.44%</u> District 98.26% District 44.53% State 98.41% State 45.56%	School <u>15.79%</u>



## Idaho Building Capacity Project

## School / District Application

**PART II: Required Application Signatures**Lance Harrison  
Principal9 Oct. 2009

Date

Barbara Taylor

Superintendent

Oct. 13. 2009

Date

Herb M Christensen

School Board Chairman

10-13-2009

Date

**PART III: Performance Agreement**

Please review the attached Performance Agreement that outlines the agreed upon responsibilities of all participating parties in the IBC project: Idaho State Department of Education, Regional Support Centers, Participating Districts, and Participating Schools. A copy of the Performance Agreement with required School and District signatures must accompany all applications. If selected, Idaho State Department of Education and Regional Support Center signatures will be added and a copy of the complete Performance Agreement returned to participating schools and districts.



**The District agrees to:**

- Spend the entirety of the IBC grant award (\$38,000) in contracted services with an approved IBC provider.
- Effectively utilize the Capacity Builders' services and engage in IBC activities.
- Provide a plan as to how the local School Board will be engaged in the IBC project.
- Support principal(s) in creating change that will align with the district vision and result in increased student achievement.
- Provide executive sponsorship by establishing the IBC project as a high priority of the district.
- Appoint a district project contact that will oversee and coordinate the work of the IBC project and school / district leaders (strategic planning, communication, project details, progress monitoring, etc.).
- Support the administration of the required staff survey from CEE and the optional student and parent surveys from CEE.

*Barbara Taylor*

Superintendent

*Oct 13 2009*

Date

*Wendy Christensen*

Chairman of the School Board

*10-13-2009*

Date

District Leadership Team\*

Date

**The School agrees to:**

- Effectively utilize the Capacity Builders' services and engage in IBC activities.
- Lead change that will result in increased student achievement.
- Establish the IBC as a high priority of the school.
- Promote staff participation in IBC activities.
- Administer the required staff survey from the Center for Educational Effectiveness (CEE) and the optional student and parent surveys from CEE by the end of January (surveys will be provided through the Regional Support Centers).

*Lance Harrison*

School Principal

*9 Oct. 2009*

Date

*[Signature]*

School Leadership Team\*

*10-12-09*

Date

\* Signature Not Required